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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** How we organise ourselves  (L2) **Stations** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  xVisual  Kinaesthetic  xAuditive | **Style**  Mastery  xUnderstanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  xVerbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  -Listens to and recognizes words in sentences, in poems, rhymes, tongue-twisters and songs  -Uses simple phrases in context to communicate, applying new vocabulary (answers WH questions showing understanding).  -Identifies the meaning of images, logos and familiar signs found in illustrations, picture books, reference books and stories.  - Writes assigning meaning to messages | | | | | | **Skills:** Listening/Speaking/Writing | | | | | |
| **Materials:** poem or song chosen for the assembly, strips of paper with words from song or poem, headphones, storybooks with cd, cd player, computer, English notebook and pencil case | | | | | | **Grouping**  Individual  Pairs  xSmall group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  xStations |
| **Date: Week 23**  **(Feb the 18th to the 22nd)** | | | **Time: 1 block**  **(Stations of 30 min each)** | | |
| **Description** | | | | | | | | | | | |
| **Main Activity:**  **Station 1 (Interactive chart)(Text chosen for the assembly) (Teacher)**  **Opening:** Have the strips of paper with the words from the poem in a visible place pasted in disorder. Choral the first part of the text. Ask some volunteers to show you each one of the words from the text and put them in a visible place. You can do this with each part of the text. When the first (second etc.) part is already organized in a visible place, invite children to choral read. If the text allows for inferences and connections with background knowledge, you can also take advantage of that by asking comprehension questions.  **Station 2 (** **Headphones with cd stories)**  Children will have the chance to listen and interact with the audio books.  **Station 3 (Computer)** [**http://professorgarfield.org/Phonemics/chickenCoop.html**](http://professorgarfield.org/Phonemics/chickenCoop.html)  Children will have the chance to practice different beginning sounds in this new interactive link. (You can also upload for children to practice at home in the wiki).  **Station 4 (Writing)(Teacher)**  Open a discussion about what we learnt from the card (Invitation in this case) structure last class. Having in mind the structure, each student will start to write a 1st draft of the invitation for the assembly. (Date-place-time-event) they can also think of the decoration according to the assembly theme. (YK can practice writing a thank you card do to the fact that they already had the assembly). (Date-thank you note-name) | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing**: | | | | | | | | | | | |